Policy and Requirements for Accredited Private School Authority Planning and Results Reporting

April 2016

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This document contains requirements for Alberta's accredited funded private school authorities except for schools offering only heritage language and culture programs.

This document is available online at:

https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents

and provides the requirements for:

- Accredited funded private school authority three-year education plans for 2016/2017 – 2018/2019. Authority plans must be approved by the board of directors and posted on the school's website by November 30, 2016. If the school does not have a website, attach the document to the e-mail to the Zone Director.
- Accredited funded private school authority Annual Education Results Reports on the 2015/2016 school year based on the three-year education plans for 2015/2016 – 2017/2018. Accredited private school authority reports must be approved by the board of directors and posted on the school's website by November 30, 2016. If the school does not have a website, attach the document to the e-mail to the Zone Director.

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Policy and Requirements for Accredited Private School Authority Planning and Results Reporting, 2016 Edition

Requirements for:

- Accredited funded private school authority Three-Year Education Plans (3YEPs), 2016/2017 to 2018/2019
- Accredited funded private school authority Annual Education Results Reports (AERRs) on the 2015/2016 school year

This document is issued under authority of the following:

- Alberta Regulation 190/2000, *School Act, Private Schools Regulation,* Sections 15, 18 and 22
- Alberta Regulation 120/2008, *Government Organization Act, Education Grants Regulation,* Sections 2 and 7

Original Signed
Deputy Minister of Education

Date

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What's Changed?

New Alberta Education Business Plan

Alberta Education's Business Plan 2016 - 2019 contains five outcomes. School authorities will need to develop their Three-Year Education Plans in alignment with this structure.

Background

Structure and Purpose of Alberta's K – 12 Education System

The education of Alberta's children is the responsibility of the provincial government and is governed by the *School Act*. Per provisions of the *School Act*, education is delivered by a system of schools operated by school boards and Francophone, charter school and accredited private school authorities.

The priority of the K – 12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students while the Ministry of Education assures the quality of education provided by school authorities. The Ministry uses school authority Accountability Pillar information to provide assurance to the public and the Legislative Assembly on the quality of education in Alberta's school system.

Accountability and Transparency in Alberta's K – 12 Education System

In Alberta's K – 12 education system, there is a delegation of responsibility from the provincial government to school authorities. This delegation of responsibilities also comes with an obligation to answer for, and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge or responsibilities. This facilitates the transparency of the accountable organization. Consequences are applied to accountable organizations based on performance.

In Alberta's K – 12 education system, school authorities (school boards, Francophone regional authorities, charter schools and accredited private school authorities) are considered accountable organizations. The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K – 12 students. This creates an accountability relationship between the Ministry and school authorities. This accountability relationship is established in legislation and regulation.

This document applies to accredited funded private school authorities. Separate planning and reporting documents are available for school boards and for charter schools on the Ministry of Education's website.

https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents

Legislative Authority

The following pieces of legislation and regulation dictate the responsibilities of accredited private school boards and authorities related to the accountability relationship with the Ministry of Education.

- Section 18 of the Private Schools Regulation under the *School Act* establishes the requirement for operators of accredited-funded private schools to prepare three-year education plans and annual education results reports as specified by the Minister.

- Under Section 22, the operator of such private schools must provide to the Minister any information relating to the school that the Minister requests in writing.

- Section 7 of the Education Grants Regulation under the *Government Organization Act* requires recipients of grants from the Ministry of Education to provide the Minister, upon request, any information the Minister considers necessary for the purpose of determining whether or not the recipient has complied or is complying with the conditions of the grant.

To operationalize the accountability relationships and processes established in provincial legislation, the *Policy and Requirements for Accredited Private School Authority Education Planning and Results Reporting* contains the Minister's requirements for accredited private school authority three-year education plans and annual education results reports pursuant to the *Government Organization Act* and the *School Act*. The *Policy and Requirements for Accredited Private School Authority Education Planning and Results Reporting* also contains the School Authority Accountability Policy.

The Minister's requirements in the *Policy and Requirements for Accredited Private School Authority Education Planning and Results Reporting* ensure that private school authority plans and annual education results reports are aligned with the Ministry of Education's vision, mission, goals, outcomes and performance measures in Education's Business Plan. In this way, the Ministry and accredited private school authority documents help ensure that the K –12 education system is focused effectively and efficiently on meeting the educational needs of Alberta students.

Accredited private school authority plans may incorporate local strategies, goals, priorities, outcomes and measures that reflect the unique characteristics and circumstances of their communities. Similarly, accredited private school authority results reports include information on local activities and results on provincial and local measures. As such, accredited private school authority education plans and annual education results reports reflect local needs and priorities within the context of provincial direction and framework.

School Authority Accountability Policy

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools.
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency.
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

Accountability Framework for the K – 12 Education System

The Accountability Framework for the K – 12 education system is a formal structure established by the Ministry to support accountability and transparency throughout the system and to ensure alignment of school authorities and schools with provincial direction. This helps ensure the highest priority of the education system is the success of the student.

The Accountability Framework consists of:

- Three-Year Education Plans (3YEPs), which contain:
  - Measureable outcomes
  - Performance measures to provide information on achievement of outcomes
  - Targets to improve low or declining performance levels
  - Strategies to achieve outcomes and improve results;
  - Implementation of strategies and programs, adjusting if necessary;
- Annual Education Results Reports (AERRs) that publicly report results, assess achievement and indicate whether improvement has taken place; and
- Answering to the Ministry for performance results over time.

Reviewing Education Plans and Annual Education Results Reports

Alberta Education staff review 3YEPs and AERRs to:

- Enhance the department's understanding and increase knowledge of the school authority's local context and priorities;
- Stimulate data-driven dialogue and discussion toward continuous improvement;
- Encourage school authority improvement efforts;
- Ensure consistency between the authority's plan and results report;
- Monitor compliance with provincial requirements; and
- Identify implications for provincial planning.

Information on Accountability Pillar

Additional information on planning and reporting and explanatory information on the Accountability Pillar are available separately on the Ministry website:

School Authority Planning and Reporting Reference Guide

The Accountability Pillar of the Renewed Funding Framework Fact Sheet

Accountability in Alberta's Education System

Three-Year Education Plan (3YEP), 2016/2017 – 2018/2019

Components and Requirements for Accredited Private School Authority Education Plans

Accredited private school authority education plans must maintain a three-year time frame. Accredited private school authorities are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year.

Components of 3YEPs are in bold below and defined in Appendix B. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to private school authorities as part of the May 2016 Accountability Pillar reports.

Optional	Message from Board Chair
Required	An **Accountability Statement**, signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the private school authority combines its 3YEP and AERR into one document).
Optional	**Accountability Pillar Overall Summary** in colour, as provided by Alberta Education on the Extranet.
Optional	**Foundation Statements** – vision, mission, principles and beliefs.
Optional	**A Profile of the School Authority**
Optional	**Trends and Issues**

Level 1 Required	**Provincial Outcomes, Performance Measures, Targets and Strategies** (see Required Outcomes and Performance Measures). For each required outcome, include: • The required and any other measures used to assess progress and achievement of the outcome, along with the most recent result. • Targets for each year of the plan for Provincial Achievement Test cohort results (acceptable and excellence) for each subject and grade, where three years of data is available for the 2016 – 2019 education plan. • Targets for each year of the plan for Diploma Examination results (acceptable and excellence) for which three years of data is available for the 2016 – 2019 education plan. For each outcome, accredited private school authorities must develop and include **strategies** (at least one strategy for each outcome) in the plan to improve student learning and results.
Level 1 Optional	Accredited private school authorities may include additional results or contextual information to help explain strategies and targets to parents and the public, such as: • Participation rates in Provincial Achievement Tests • Five-year high school completion rates • Results from the school authority's own surveys

Level 2 Required **Provincial Outcomes, Performance Measures, Targets and Strategies**. For each outcome, include:

1. The measures used to assess progress and achievement of the outcome (see Required Outcomes and Performance Measures).
2. Results and evaluations for the measures or reference to the overall summary page.
3. At least one strategy to address each outcome.
4. Targets for each year of the plan for measures with an overall evaluation of "Issue" or "Concern" and a clearly identified strategy for improvement.

Level 2 Optional Accredited private school authorities may include additional results or contextual information to help explain strategies and targets to parents and the public, such as:

- Provincial Achievement Test or Diploma Examination results for specific grades and subjects
- Results for each respondent group on the Accountability Pillar surveys
- Participation rates in Provincial Achievement Tests
- Five-year high school completion rates
- Results from the school authority's own surveys

Required **Budget Summary**. This section presents summary information about the school authority's budget. The budget summary **must** include:

- Level 1 and 2 private schools – Charts/tables that summarize budget information.
- Level 2 private schools – Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus, such as addressing Accountability Pillar results.
- Level 2 private schools – anticipated revenue from Alberta Education for the 2015/2016 school year based on the budgeted enrolment projection.

Required **Timelines and Communication**. School authorities must finalize their 3YEPs in the fall, considering the Provincial Achievement Test and Diploma Examination results and evaluations provided in early October 2016.

Accredited private school authority 3YEPs must be approved by the authority's board of directors and posted in a publicly accessible format on the school's website **by November 30** each year. If the school does not have a website, indicate how the plan is communicated to parents and other members of the school community, as well as how members of the general public could obtain information about the school's 3YEP.

Notify the Zone Director of the posting and include a web link in the email notice or attach the plan if the school does not have a website.

Note: Private school authorities may combine their 3YEP and AERR into one document if they wish or continue to prepare and post two separate documents.

Additional Requirement for DSEPS

Including strategies for students with special needs satisfies the planning component of 14.a of the *Standards for Special Education* (amended June 2004) https://education.alberta.ca/media/1626522/standards-for-special-ed-2004.pdf

Required Outcomes and Performance Measures

Listed below are the required outcomes and performance measures for accredited private school authority 3YEPs, which align with Alberta Education's Business Plan 2016 - 2019. Targets for each year of the plan are required for all Accountability Pillar measures with an overall evaluation of "Issue" or "Concern". Combined 3YEP/AERR documents will use these outcomes and performance measures.

OUTCOME ONE: **Alberta's students are successful.**	PERFORMANCE MEASURES • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort). • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. • Overall teacher and parent satisfaction that students demonstrate the knowledge skills and attitudes necessary for lifelong learning (*This measure is required for private school authorities with only K-9 schools.)*
OUTCOME TWO: **The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated.**	PERFORMANCE MEASURES • Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10.

OUTCOME THREE: **Alberta's education system is inclusive.**	PERFORMANCE MEASURES • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
OUTCOME FOUR: **Alberta has excellent teachers, school and school authority leaders.**	PERFORMANCE MEASURES • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
OUTCOME FIVE : **The education system is well governed and managed.**	PERFORMANCE MEASURES • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
Notes	• The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is fewer than six, results are not reported to protect individual privacy.

Annual Education Results Report (AERR), 2015/2016

Components and Requirements for Accredited Private School Authority Results Reports

The 2015-2016 AERR reports on the accredited private school authority's 3YEP for 2015/2016 – 2017/2018 and includes the components listed below in bold. An optional template for a combined 3YEP/AERR, pre-populated with the required Accountability Pillar information, will be provided to private school authorities as part of the October 2016 Accountability Pillar reports.

Optional	Message from Board Chair.
Required	An **Accountability Statement** signed by the board chair (see Appendix C for the wording to the Accountability Statements for 3YEPs, AERRs and the Accountability Statement to be used if the school authority combines its 3YEP and AERR into one document).
Level 2 Required	The **Accountability Pillar Overall Summary** in colour provided by Alberta Education in October 2016. • The Accountability Pillar Overall Summary must be placed near the beginning of the document.
Optional	**Summary of Accomplishments**. The private school authority's accomplishments (impact of major activities/ strategies).
Required	Report the accredited funded private school's **Performance Measure Results** for 2015/2016 in relation to the goals, outcomes and targets for 2015/2016 set in the school authority's education plan (see Required Goals, Outcomes and Performance Measures). Specifically, for each required measure, report: • Five years of accredited funded private school's results or available results if less than five years; (reporting five years of comparative provincial results is optional). • Most recent result in relation to the target for 2015/2016 (if applicable).
Optional	**Commentary on Results**, such as contextual information, factors affecting performance and analysis of results may be included.

Optional	**Future Challenges**, such as changes in enrolment patterns, areas for improvement and how the private school authority will address these.
Required	**Summary of Financial Results**. The financial summary: • Provides key financial information about the school year, including information on how the board spent its funding, significant changes over the prior year (if any) and whether spending was within budget (if not, why not and how deficits will be addressed). • Includes program expenditure information in a table or graph format for the primary audience – parents and other members of the school's community.
Required	**Timelines and Communication** Accredited private school authorities must post their board approved AERR for 2015/2016 on their website in a publicly accessible format by **November 30, 2016 and notify the Zone Director** by email of the posting. They must also include: • The web link to the school authority AERR in both the print and posted versions. • Information on how the private school communicates results to parents and the school community and how it makes the AERR available to the general public if the school does not have a website.
Required	**Whistleblower Protection** Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca
Additional Requirement for DSEPS	Reporting on programs, services and results for students with special needs satisfies the non-financial reporting component of Section 14.a and c of the *Standards for Special Education* (June 2004) https://education.alberta.ca/media/1626522/standards-for-special-ed-2004.pdf

Required Goals, Outcomes and Performance Measures

Listed below are the required goals, outcomes and performance measures for accredited private school authority AERRs, which align with Alberta Education's Business Plan 2015 - 2018.

Accredited private school authorities choosing to prepare a combined 3YEP/AERR use the components listed in the 3YEP section of this document instead of the ones shown below.

DESIRED OUTCOME ONE: Every student is successful.	SPECIFIC OUTCOME: **Students achieve student learning outcomes.** PERFORMANCE MEASURES • Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of students within three years of entering Grade 10. • Annual dropout rate of students aged 14 to 18. • High school to post-secondary transition rate of students within six years of entering Grade 10. • Percentage of Grade 12 students eligible for a Rutherford Scholarship. • Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. • Overall teacher, parent and student agreement that students model the characteristics of active citizenship. • Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school • Overall teacher and parent satisfaction that students demonstrate the knowledge skills and attitudes necessary for lifelong learning (*this measure is required for private school authorities with only K-9schools.)*.
	SPECIFIC OUTCOME: **Students demonstrate a strong foundation in literacy and numeracy.** PERFORMANCE MEASURES • Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).
DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership	SPECIFIC OUTCOME: **Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.** PERFORMANCE MEASURES • Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

DESIRED OUTCOME THREE: **Alberta's education system is governed effectively**	SPECIFIC OUTCOME: **The education system demonstrates collaboration and engagement.** PERFORMANCE MEASURES • Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. • Overall teacher, parent and student satisfaction with the overall quality of basic education.
	SPECIFIC OUTCOME: **Students and communities have access to safe and healthy learning environments.** PERFORMANCE MEASURES • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. • Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
DESIRED OUTCOME FOUR: **First Nations, Métis and Inuit students are successful**	SPECIFIC OUTCOME: **The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.** PERFORMANCE MEASURES • Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests. • Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations. • High school completion rate of self-identified FNMI students within three years of entering Grade 10. • Annual dropout rate of self-identified FNMI students aged 14 to 18. • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. • Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. • Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10
Notes	• The results for the required measures are available in the Accountability Pillar reports on Alberta Education's Extranet at https://phoenix.edc.gov.ab.ca/ • Consistent with the *Freedom of Information and Protection of Privacy Act*, when the number of students or survey participants in a group is fewer than six, results are not reported to protect individual privacy.

Appendix A – Legislation and Regulation – Key Excerpts

Alberta Regulation 190/2000
School Act
PRIVATE SCHOOLS REGULATION

Education Plan and Annual Education Results Report

18(1) The operator of a funded private school

(a) must develop, implement and maintain policies regarding the school's 3-year education plan and its annual education results report that are consistent with the policies of the Minister, and

(b) must prepare the 3-year education plan and annual education results report as required by the Minister.

(2) Subsection (1) does not apply where the funded private school offers only heritage language programs or cultural programs, or both.

AR 190/2000 s18; 43/2005

Alberta Regulation 120/2008
Government Organization Act
EDUCATION GRANTS REGULATION

General Authority to Make Grants

2. The Minister may make grants, in accordance with this Regulation, for any purpose related to any program, service or matter under the Minister's administration.

Conditions on which grants are made:

7. In addition to any conditions imposed by the Minister, it is a condition of every grant made under section (2)

(a) that the recipient shall

(i) use the grant only for the purpose for which it is made,

(ii) account to the Minister, in the manner that the Minister determines and to the Minister's satisfaction, for how the grant money or any portion of it was or is being used,

(iii) permit a representative of the Minister or the Auditor General to examine any books or records that the Minister or the Auditor General considers necessary to determine how the grant money has or is being used, and

(iv) provide to the Minister, on request, any information the Minister considers necessary for the purpose of determining whether or not the grant recipient has complied or is complying with the conditions of the grant.

B

Appendix B – Glossary of Planning and Accountability Terms

Accountability: An obligation to answer or account for assigned (delegated) responsibilities, e.g., for use of funds, results achieved and for taking action to make continuous improvement and achieve desired results. Accountability arises when one party delegates responsibility to another party. Some discretion on how responsibilities are carried out is associated with the delegation of responsibility to accountable organizations. In the public sector, accountability involves transparent public reporting of results as well as reporting to the organization, such as a government ministry, that delegated responsibilities and provided funding to an accountable organization. Consequences for performance are conferred by the delegating party.

Accountability Framework: A well-designed structure to ensure accountability within organizations and between governing bodies and delegated organizations (accountable parties). An accountability framework consists of measurable goals, performance measures that provide information on progress toward and achievement of outcomes, targets that indicate a desired level of performance, strategies that are implemented and adjusted as necessary to improve results over time, evaluation of results achieved, including whether improvement has taken place, public performance reports and consequences for the performance of accountable organizations.

Continuous Improvement: Using performance results to adjust strategies and practices so that improvement in performance is achieved over time.

Goals: Broad statements that look towards the long term and steer organizations in the direction of realizing their vision. Goals are typically expressed as desired conditions or aims.

Issues: Conditions that may affect the organization's ability to fulfill its mandate or achieve its goals.

Mission Statement: A clear, concise description of an organization's overall purpose and role. It gives direction to the programs and services that the school authority provides for its students.

Outcomes: Measurable statements of what an organization seeks to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Performance Measures: Performance measures provide information on important, quantifiable aspects of the education system. They enable school authorities to assess progress toward achieving goals and outcomes.

Principles and Beliefs: Principles and beliefs guide decision-making and provide a foundation for developing mission, vision and goals.

Profile: A profile is a brief description of the school authority that gives context for the plan. Profiles include such information as characteristics of communities, students, programs, size and location.

Strategies: Strategies are actions that school authorities take to achieve goals and desired outcomes that meet the needs of all their students. They address local circumstances, issues, trends and opportunities.

Targets: Targets show desired levels of performance to be attained by a certain time. Targets are expressed quantitatively.

Trend: A trend shows a direction of data over time, e.g., enrolment growth.

Vision: A vision describes a possible and desired future state for the organization, grounded in reality, which inspires and guides decisions and actions.

Terms Related to the Accountability Pillar Evaluation
(in logical, rather than alphabetical order)

Accountability Pillar: The Accountability Pillar is one of the three pillars of the Renewed Funding Framework and enhances school authority accountability for results in return for greater flexibility in the allocation of resources. The Accountability Pillar places increased emphasis on the achievement of specific outcomes by evaluating and reporting results on a common set of measures and, where results are low or declining, taking action to improve student programs and results in subsequent years.

The focus of the Accountability Pillar is on improving school authority results and attaining high levels of achievement.

Accountability Pillar Performance Measures: The Accountability Pillar performance measures are a required, consistent set of measures, each of which is calculated on a comparable basis for all jurisdictions. School authorities are required to include this common set of performance measures and evaluations in their plans and report the results and updated evaluations for these measures in their AERRs. The measures draw from various kinds of data, including:

- Results of provincial testing programs;
- Student outcomes, such as dropout and high school completion rates, calculated from administrative data; and
- Student, parent and teacher perceptions from surveys.

Category: Accountability Pillar measures are grouped into seven categories that represent key aspects of education that are important to parents and the public:

- Safe and caring schools,
- Student learning opportunities,
- Student learning achievement (Grades K to 9),
- Student learning achievement (Grades 10 to 12),
- Preparation for lifelong learning, employment and citizenship,
- Parental involvement, and
- Continuous improvement.

Evaluation Methodology: The evaluation methodology assesses each measure in the Accountability Pillar in terms of achievement and improvement, then combines the achievement and improvement evaluations to calculate overall evaluations for measures and categories.

Achievement Evaluation: The achievement evaluation is based on comparing the current jurisdiction result against a set of provincial standards that are expected to be fixed for 7 – 10 years. The achievement evaluation results in one of the following five achievement levels: Very High, High, Intermediate, Low and Very Low.

Standard: A standard is an established, quantifiable level of performance that is commonly understood and agreed upon, and is the basis for judging actual performance. The standards for each Accountability Pillar measure are calculated from baseline data (based on the distribution of results for all school boards at a fixed point in time). The 5th, 25th, 75th and 95th percentiles of the distribution of the baseline results are used to establish the five achievement evaluation levels (listed above under "Achievement Evaluation").

Baseline: Baseline data constitute a starting point for comparisons of results against standards. Baseline data for each Accountability Pillar measure are established by averaging each school board's results across the three years to create a three-year average. The three years that form the baseline for calculating standards differ among measure types, depending on data availability:

- For student achievement measures (i.e., Provincial Achievement Tests and Diploma Examinations), the baseline three-year average uses data from school years 2010/2011, 2011/2012, and 2012/2013.

- For the student outcome measures (dropout, Diploma Examination participation, high school completion and post-secondary transition rates), the baseline three-year average uses data from the 2000/2001, 2001/2002 and 2002/2003 school years, except for the Rutherford Scholarship eligibility rates, for which no baseline has been established due to recent changes related to data sourcing from PASI and exam weighting.

- For survey measures, the baseline three-year average uses results from 2003/2004, 2004/2005 and 2005/2006.

Improvement Evaluation: The improvement evaluation focuses on improvement over time. Improvement is evaluated by comparing the school authority's current result against the authority's previous three-year average using chi-square (chi square is a statistical test to determine the probability that there is no significant difference between an observed outcome and the expected outcome. In the case of the Accountability Pillar improvement evaluation, the chi square test is used to determine the probability that there is no significant difference between a school authority's current result on a measure and its prior three-year average for that measure). The improvement evaluation results in one of the following five improvement levels: Improved Significantly, Improved, Maintained, Declined and Declined Significantly.

Overall Measure Evaluation: Once the improvement and achievement levels have been calculated for a measure, an overall measure evaluation is calculated, which reflects both the achievement evaluation and the improvement evaluation. The overall measure evaluation is reported on a five point scale: Excellent, Good, Acceptable, Issue and Concern.

Category Evaluation: For each category of Accountability Pillar measures, the overall evaluations for each measure within that group are averaged to provide an evaluation for that category. The averaging is done by assigning the following numbers to the overall evaluation for each measure: Excellent: 2; Good: 1; Acceptable: 0; Issue: -1, and Concern: -2. These values are averaged and rounded to the nearest whole number. This result is then compared with the above list of assigned numerical values for each of the five evaluation ratings to determine the evaluation for the category.

Improvement/Decline: Improvement or decline for an Accountability Pillar measure is determined by comparing the current result against the previous three-year average using the chi-square test of statistical significance. Using the chi-square test:

- An **improvement or decline** occurs when the current result is at least one standard deviation above or below the previous three-year average, but less than two standard deviations.

- A **significant improvement or decline** (at the 5% level of confidence, or 19 times out of 20) occurs when the current result is approximately two or more standard deviations above or below the previous three-year average.

Target: Targets related to achievement standards are set for each year of the plan when the evaluation of results for a measure is "Issue" or "Concern". These targets for Accountability Pillar measures:

- Have a higher numerical value each year than the current result (except for dropout rates, where a lower result shows improvement).

- Show reasonable progress toward or move into the next higher achievement standard over the three years.

Making gains over time toward the next achievement level or attaining it will be reflected in the improvement evaluation as well. At minimum the improvement evaluation would be "Maintained," and could be "Improved" or "Improved Significantly".

Appendix C – Accountability Statements

Accountability Statements are required for stand-alone 3YEPs and AERRs. Accredited private school authorities that continue to prepare 3YEPs and AERRs as separate documents use the Accountability Statements below.

Accountability Statement for the Three-Year Education Plan

The Education Plan for **(name of school authority)** for the three years commencing September 1, **(year)** was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Education Plan for 2016/2019 on _____ (month and day), 2016.

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for **(name of school authority)** the **(year)** school year was prepared under the direction of the board in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the private school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2015/2016 was approved by the Board on _____ (month and day), 2016.

Accredited private school authorities that combine their AERR and 3YEP into a single document use the following Accountability Statement:

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the **(year)** school year and the Education Plan for the three years commencing September 1, **(year)** for **(name of school authority)** were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016/2019 on _____ (month and day), 2016.